

GUINYARD ELEMENTARY

125 Herlong Street
St. Matthews, SC 29135

GRADES PK-4 Elementary School

ENROLLMENT 510 Students

PRINCIPAL Ms. Lyn Dukes 803-874-3314

SUPERINTENDENT Dr. Shirley Martin 803.655.7310

BOARD CHAIR Dr. Micheal Drake 803.655.5034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING: Below Average

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	8	42	43	3

IMPROVEMENT RATING: Unsatisfactory

ADEQUATE YEARLY PROGRESS: NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours

Mathematics

English/Language Arts

Mathematics

English/Language Arts

Definition of Critical Terms**Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	44	99	55
Percent satisfied with learning environment	83.7%	87.4%	67.9%
Percent satisfied with social and physical environment	76.2%	90.9%	59.3%
Percent satisfied with home-school relations	71.4%	90.9%	69.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	235	95.7	33.9	46.2	19.0	0.9	19.9	17.6
Gender								
Male	123	94.3	40.0	42.7	15.5	1.8	17.3	17.6
Female	112	97.3	28.2	50.0	21.8	N/A	21.8	17.6
Racial/Ethnic Group								
White	19	100.0	30.0	20.0	50.0	N/A	50.0	17.6
African-American	212	95.3	34.9	48.7	15.9	0.5	16.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	212	95.8	28.5	49.7	20.7	1.1	21.8	17.6
Disabled	23	95.7	85.7	14.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	235	95.7	N/A	N/A	N/A	N/A	N/A	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	235	95.7	N/A	N/A	N/A	N/A	N/A	17.6
Socio-Economic Status								
Subsidized meals	216	96.3	34.8	47.8	16.9	0.5	17.4	17.6
Full-pay meals	19	89.5	26.3	31.6	36.8	5.3	42.1	17.6

Mathematics								
All students	235	97.0	34.4	54.3	7.7	3.6	11.3	15.5
Gender								
Male	123	95.1	37.3	52.7	6.4	3.6	10.0	15.5
Female	112	99.1	31.8	55.5	9.1	3.6	12.7	15.5
Racial/Ethnic Group								
White	19	100.0	10.0	55.0	25.0	10.0	35.0	15.5
African-American	212	96.7	37.4	54.4	5.6	2.6	8.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	212	97.2	26.8	60.3	8.9	3.9	12.8	15.5
Disabled	23	95.7	92.9	7.1	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	235	97.0	N/A	N/A	N/A	N/A	N/A	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	235	97.0	N/A	N/A	N/A	N/A	N/A	15.5
Socio-Economic Status								
Subsidized meals	216	96.8	36.3	53.7	7.5	2.5	10.0	15.5
Full-pay meals	19	100.0	15.8	57.9	10.5	15.8	26.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	92	N/A	25.6	56.7	16.7	1.1	17.8
	Grade 4	85	N/A	27.7	61.4	10.8	N/A	10.8
	Grade 5	72	N/A	35.2	50.7	14.1	N/A	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	122	95.1	28.9	43.0	26.3	1.8	28.1
	Grade 4	113	96.5	39.3	49.5	11.2	N/A	11.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	92	N/A	41.3	42.4	12.0	4.3	16.3
	Grade 4	85	N/A	37.3	42.2	15.7	4.8	20.5
	Grade 5	72	N/A	31.0	57.7	8.5	2.8	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	122	97.5	35.1	51.8	8.8	4.4	13.2
	Grade 4	113	96.5	33.6	57.0	6.5	2.8	9.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 510)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.2%	Down from 3.5%	2.5%	2.4%
Attendance rate	95.9%	Down from 96.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.9%	Up from 4.1%	4.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.7%	Down from 5.7%	7.3%	8.0%
Older than usual for grade	0.2%	Down from 2.6%	2.9%	1.1%
Suspended or expelled	4.1%	Down from 19.8%	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	46.9%	Down from 60.5%	46.8%	50.0%
Continuing contract teachers	79.6%	Up from 79.1%	77.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Down from 90.0%	79.6%	86.2%
Teacher attendance rate	95.3%	Up from 95.2%	95.1%	95.3%
Average teacher salary	\$41,258	Up 0.7%	\$38,222	\$39,909
Prof. development days/teacher	14.1 days	Up from 8.9 days	12.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	16.3 to 1	Down from 18.7 to 1	16.9 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 90.3%	88.7%	89.7%
Dollars spent per pupil*	\$6,173	Up 3.6%	\$6,854	\$5,892
Percent spent on teacher salaries*	68.4%	Down from 70.3%	63.3%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	78.0%	Down from 79.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Guinyard Elementary will consist of Child Development to Grade Four for the 2003-04 school year. We expect an enrollment of approximately 580 students with four child development classes, four kindergarten classes, six first grades, six second grades, four third grades, and five fourth grade classes.

The Guinyard faculty and staff accept the responsibility to teach social and academic skills. Students accept responsibility for their actions and behavior through the school-wide discipline program, Rational Approaches to Practical School Discipline (RAPS).

The support of parents is essential in promoting excellence in academic and social success. We are continuing the implementation of the Second Step Character Education Program. This curriculum is designed to teach students alternatives to violence and other ways to become accountable for their actions.

The faculty and staff at Guinyard Elementary are committed to the success of all our students. We feel that the report card has important information for parents and the school to study. This information can be used to assist all students in becoming successful in their school careers. Please remember the following as you review the report cards:

Report cards reflect increased expectations for all students and schools.

Report cards reflect only a portion of the services provided by our schools to help students meet these increased expectations.

All students can reach these expectations given the opportunity to learn, along with the support and resources they need.

All segments of the community must be involved and support these high expectations for the good of our students and our economy.

Significant progress has been made, and will continue to be made, as we expect more from our students, school, and communities.

For the 2002-2003 school year, the Literacy First initiative was implemented in child development through second grade. This process focuses on developing the reading skills of our young students. The goal is for all students to be reading on grade level by third grade. This initiative will be expanded to grades three and four during the 2003-04 school year.

Students will have access to technology in the areas of language arts and mathematics. The Academy of Reading and The Academy of Math programs will help students master skills and become successful on, or above, their grade levels.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.